## Contents

1. Executive Director Report ........................................... 3
2. Vision and Mission .................................................. 6
   Vision Statement
   Worawa Aboriginal College Statement of Intent
3. Learning and Teaching ............................................... 8
   Learning and Teaching Program
   Student Class Groupings
   Percentage of Year 7 and 9 Students reaching National Literacy and Numeracy Benchmarks
   Student Learning Outcomes (as outlined on the MySchool website)
   Student Attendance
   Student Rates of Attendance
   Student Retention
   Student Satisfaction
   Post-College Pathways
   Staff Professional Learning Opportunities and Learning Teams
4. Boarding ....................................................................... 16
5. Student Health and Wellbeing ...................................... 18
6. Leadership And Management ...................................... 19
   Workforce Composition
   Professional Learning
   Teachers Standards and Qualifications
   Teacher Satisfaction
   Staff Attendance Report
   Staff Retention Report
   Parent Satisfaction
7. School Financial Activity ............................................. 22
1. EXECUTIVE DIRECTOR REPORT

Lois Peeler
EXECUTIVE DIRECTOR

This report outlines the operations of Worawa Aboriginal College for the 2014 school year.

Worawa continues to honour the ideals of its Founder, Aboriginal visionary Hyllus Maris who, in 1983, at the official opening of the College said:

“...in this, the first Aboriginal school in Victoria, the educational curriculum has been specially designed to suit Aboriginal students to bring them to their full potential... Aboriginal culture will be imparted not only as a school subject in each class’s timetable but as an integral part of every-day life at the school...”

Worawa Aboriginal College is an Aboriginal initiative. Founded by Aboriginal visionary Hyllus Maris, Worawa commenced operation in 1983 and is Victoria’s only Aboriginal school. Aboriginal families choose Worawa as they see the value of both an all-girls boarding school and an Aboriginal environment.

Worawa caters exclusively for students in Years 7 – 10 providing a quality education in a safe, culturally supported boarding school environment for up to 70 Aboriginal young women from urban, regional and remote communities throughout Australia. The College delivers an intensively supported education for students in the critical middle years that is both culturally supportive and adaptable to a range of post Year 10 educational and training pathways. The uniqueness of every student’s needs is recognised in personalised learning and wellbeing plans that are monitored and developed as the student develops. The learning and teaching program has been designed to educate the whole person across all domains of their development – cultural, social, emotional, physical, spiritual and cognitive/academic. Worawa is one of only two boarding schools in Australia recognised as a Special Assistance School.
We commenced the 2014 school year with 61 students and we were particularly pleased to welcome back returning students – a tribute to them and their families for their commitment to education and a reflection of the strong partnership between the Worawa school community, Aboriginal communities, parents and students. Parents who send their children to Worawa wish to see them complete their secondary education and be prepared for future education and work opportunities, as well as taking on leadership roles back in their home community.

A key role of Worawa is in building relationships and communicating the vision of what the school is about and in developing and maintaining a productive partnership between the school and students’ parents and communities. The value of such partnerships is recognised as integral to student commitment to school and engagement with learning. Worawa seeks the informed input and involvement of parents and community leaders from the communities from which the students come in shaping the learning journey of the young people. We believe that to be productive, relationships must be grounded in open and effective communication in which the vision, values and beliefs of the school are communicated explicitly to parents, and in which parents are able to contribute to and develop an understanding of desired student’s outcomes.

The College has also developed a School Community Memorandum of Understanding that sets out the shared responsibility of the Legal Guardian and the School. Parent/family involvement is facilitated through telephone contact, Skype, school visits and community appointed chaperones who visit the school at the beginning and end of each term to chaperone students traveling to and from the school.

Our annual School – Community Forum is an important activity aimed at strengthening partnerships, capturing the aspirations that parents/communities have for their girls involving them in shaping the learning journey of the young women. In 2014, 22 parents attended the School - Community Forum

The end of the 2014 school saw 7 students complete Year 10 and transition out of the College with 7 going on to complete the senior years in mainstream schools and one returning to her home community to work.
In 2014 emphasis was placed on strengthening programs to support the Social and Emotional Wellbeing of students. Continued partnerships with Valley Primary Health Centre, Eastern Health, EACH, the Faculty of Medicine, Nursing and Health Sciences at Monash University, Yarra Ranges Health and other service providers were key to the delivery of a comprehensive primary health care and mental health program. In addition there was a strong sport and recreation program with a whole school approach to engagement in sport and physical activity. Programs aimed at personal development were offered through opportunities in music and dance through the Worawa Girls Dance Group and the Worawa Girls Choir – both of which focus on Aboriginal traditional and contemporary traditions. Senior students were involved in the Pathways to Womanhood program (PTW). The primary objective of PTW is to provide opportunities for the young women who attend Worawa to develop their self-confidence and self-esteem grounded in their Indigenous heritage but ready to take their place in the broader Australian Society. In 2014 the program culminated in Debutante Dreaming, a gala event attended by a number of student’s families.

In 2014 the Worawa Aboriginal College Executive Team comprised:

Lois Peeler, Executive Director
Kathryn Gale, Deputy Principal and Head of Learning & Teaching
Kim Walters, Head of Boarding
Andrew Jans, Business Manager

I wish to acknowledge with gratitude the commitment and support of the College Executive Team, all staff and external support services for their outstanding support to students.

I am most grateful to all members of the Board of Directors under the leadership of Mr Mark Thomson for their dedication and advice.

I extend my heartfelt thanks to the parents of all of the girls that have presented at Worawa and thank them for their trust in Worawa as their school of choice.
2. VISION AND MISSION

‘Our children of today are our leaders of tomorrow’
(Pastor Sir Douglas Nicholls)

For Aboriginal Australians, the education of our children is fundamental to our future; to sustain and advance our ancient and contemporary cultures.

Worawa Aboriginal College will provide an education based on the best elements of both traditional Aboriginal and current Australian education, aiming to produce an Aboriginal person versed in his/her traditions and proud of his/her identity who has the tools and necessary qualifications to contribute effectively to the Australian community.
Worawa Aboriginal College Statement of Intent

Aboriginal College provides a holistic education and boarding experience for Aboriginal young women in the middle years of schooling (Years 7 – 10) with emphases upon:

- Affirming and fostering students’ pride in their cultural identity, knowledge and respect for their heritage, languages and place as part of the nation’s diverse First Australian peoples
- Flourishing in a bi-cultural learning environment that provides pathways for life-long learning, participation and success in cross-cultural learning contexts
- Mastery of core learning skills, knowledge and understandings, with particular emphasis upon the acquisition and development of essential skills in literacy and numeracy
- Offering Aboriginal communities and families an education choice for their young women to participate in a mainstream education opportunity to achieve their full academic and intellectual potential
- Preparing and equipping young Aboriginal women with positive and optimistic attitudes and the life skills required for their futures in their home communities and the wider world
- Nurturing and developing students’ creativity and self-expression, talents and capabilities, as well as their confidence and motivation to strive for excellence
- Developing students’ personal self-confidence, respect, responsibility, stamina, rigour and commitment in all their pursuits, while also enabling and equipping them for making significant life choices
- Students being engaged, challenged and fulfilled through participating in Worawa’s total education program and open and equipped to link with education opportunities at the College’s partner schools
- Developing and maintaining good moral, emotional, mental and spiritual health and well-being as well and physical fitness
- Developing meaningful, respectful and quality relationships between students and between students and staff
- Providing students with opportunities for personalised learning through negotiation and development of personalised learning plans relating to academic, social, cultural emotional and physical learning
- Sending young Aboriginal women out into the world with confidence in who they are, where they want to be and what they can contribute to their communities and to the wider world.

We believe in education, culture & wellbeing
Worawa Aboriginal College is committed to assessing, achieving and maintaining a high level of staff competence at all levels to ensure the safe and effective delivery of its Program. Teaching staff are all Victorian Institute of Teaching Registered and hold various graduate and post-graduate qualifications.

Worawa has an emphasis on professional development for all staff and allocates a number of days each term for this and in addition to in-house professional learning activities; staff are released for professional development activities provided through affiliate organisations. WAC facilitates the provision of:

- Professional Development
- Secondary Consult
- Staff peer support
- Performance Appraisals
- Professional Diffusion / Debriefing
- Professional guidance from WARG
Worawa Aboriginal College curriculum is based on the Australian Curriculum. The curriculum is framed using the ‘Worawa Way’ an Aboriginal learning model grounded in Aboriginal values and ways of knowing, doing and being. All curriculum planning, delivery and assessments are structured around the following Worawa Academic Learning Centres:

The Languages Learning Centre [includes English, and Aboriginal Languages]

The Science Learning Centre

The Maths Learning Centre

The Arts Learning Centre [includes Visual Arts, Media, Drama, Music, IT]

The Health & Physical Education Learning Centre [includes Health, Physical Education & Fitness]
Student Class Groupings

Within the student body some 30 Aboriginal languages are represented. Many students speak language in their family/community setting and are not necessarily strong in English literacy. The College conducts diagnostic testing on all incoming students. Students are grouped according to their developmental stage – across all dimensions of their development – social, emotional, physical, spiritual, and cognitive (academic.) Learning activities are stage appropriate with differentiation of the curriculum to cater for the individual learning needs of the student.

Teaching at Worawa involves ways of recognizing and respecting Indigenous history, language and customs to enhance cultural identification and relevance through blending Aboriginal cultural knowledge, history and language adding Indigenous perspectives across the curriculum and respecting Aboriginal ways of Knowing, Doing and Being. Teachers use innovative approaches to ensure that the information imparted is delivered in a manner that provides relevance and understanding to their experience.

In 2014 a concerted effort was made to raise the profile of Mathematics and engage girls in learning mathematics. Mapping of student’s communities and the Worawa site engaged girls in learning about measurement and geometry. The shop and working cash register as well as earning Worawa salary points for time spent working in Maths really engaged the girls with learning about time and money. Key numeracy skills of time, money and fractions, decimals and percentages were reinforced each term. An online mathematics platform was introduced to increase engagement and offer more personalised learning opportunities. Mathletics proved extremely popular over the course of the year and many students were recognised on the Mathletics website on its ‘Hall of Fame’ for being in the Top 100 students in Australia for their participation. An assessment programme was introduced to gauge the numeracy level of students so that progress throughout the year could be measured against notional year levels. Testing was completed at the end of each term and saw many students progress multiple year levels in one or two terms.
Percentage of Year 7 and 9 Students Reaching National Literacy and Numeracy Benchmarks

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR LEVEL</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>7</td>
<td>43%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>25%</td>
<td>50%</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>7</td>
<td>29%</td>
<td>*</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>33%</td>
<td>40%</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>7</td>
<td>43%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>58%</td>
<td>60%</td>
<td>*</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>7</td>
<td>43%</td>
<td>*</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>33%</td>
<td>60%</td>
<td>*</td>
</tr>
<tr>
<td>Maths</td>
<td>7</td>
<td>57%</td>
<td>21%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>25%</td>
<td>20%</td>
<td>*</td>
</tr>
</tbody>
</table>

*Below reporting threshold.
**Student Learning Outcomes (as outlined on the Myschool Website)**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>352</td>
<td>325</td>
<td>358</td>
<td>401</td>
<td>425</td>
</tr>
<tr>
<td></td>
<td>ALL 546</td>
<td>ALL 512</td>
<td>ALL 545</td>
<td>ALL 543</td>
<td>ALL 546</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>ALL 580</td>
<td>ALL 550</td>
<td>ALL 582</td>
<td>ALL 574</td>
<td>ALL 586</td>
</tr>
</tbody>
</table>

| **2013** |         |                   |          |                        |          |
| Year 7   | 362     | 289               | 377      | 307                    | 403      |
|          | 333-390 | 257-320           | 348-407  | 275-339                | 377-430  |
|          | ALL 541 | ALL 517           | ALL 549  | ALL 535                | ALL 542  |
| Year 9   | 487     | 475               | 476      | 465                    | 454      |
|          | 454-520 | 431-519           | 440-513  | 428-502                | 426-483  |
|          | ALL 580 | ALL 554           | ALL 583  | ALL 573                | ALL 584  |

| **2012** |         |                   |          |                        |          |
| Year 7   | 457     | 317               | 370      | 411                    | 418      |
|          | 410-504 | 272-362           | 328-412  | 366-456                | 384-452  |
|          | ALL 542 | ALL 518           | ALL 543  | ALL 546                | ALL 538  |
| Year 9   | 429     | 373               | 425      | 441                    | 481      |
|          | 396-462 | 329-417           | 389-461  | 404-478                | 453-509  |
|          | ALL 575 | ALL 554           | ALL 577  | ALL 573                | ALL 584  |

**How to interpret this chart**

- **Selected average**: This is the average performance of students at your school.
- **Margin of error at 90% level of confidence**: This indicates the range within which the true average is likely to fall.
- **Colour** shows if the selected school’s average is above or below statistically similar school’s average.
- **Average & margin of error at 90%**:
  - SIM: Schools serving students from statistically similar backgrounds.
  - ALL: Australian schools’ average.

**Selected school’s average is:**
- **substantially above**
- **above**
- **close to**
- **below**
- **substantially below** these schools’ average.
Student Attendance

As a secondary school, students transition to Worawa from mainstream schools. For many their school experience may have been negative with attendance histories that may range from regular at best, to intermittent and irregular at worst. Worawa’s boarding program provides a learning environment where routine is valued and class attendance closely monitored.

Many of young women that attend Worawa are from remote communities where Aboriginal culture is deeply embedded in community life and Aboriginal language is the norm. Worawa acknowledges the cultural obligations of students, who, at times may be required to return home for cultural ceremonies and this is acknowledged as legitimate reason for non-attendance. Therefore, overall attendance figures can be affected.

Student Rates of Attendance

<table>
<thead>
<tr>
<th>2014 Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Whole of school</td>
</tr>
</tbody>
</table>

Student Retention

<table>
<thead>
<tr>
<th>2014 Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 to Year 8</td>
</tr>
<tr>
<td>Year 8 to Year 9</td>
</tr>
<tr>
<td>Year 9 to Year 10</td>
</tr>
</tbody>
</table>

Worawa actively encourages parent/family involvement in the education of their young women and girls. The College’s School Community Memorandum of Understanding sets out the shared responsibility of the Legal Guardian and the School. Parent/family involvement is facilitated through telephone contact, Skype and school visits.

Student Satisfaction

A Student Questionnaire was undertaken during the year to gain student opinions about their College experience, to identify strengths and weaknesses and to improve the quality of education provided.

The areas considered were the academic program and the boarding experience. The survey results showed a high level of satisfaction across the areas considered.
Post-College Pathways

As a College for the middle years of schooling, Worawa aims to build a firm foundation for further learning pathways for all students assisting them to reach their personal learning goals and the aspirations of their parents and communities. The College has established relationships with external organisations and partner schools to give students every opportunity for a smooth and meaningful transition post-Worawa. Through the College’s partner schools program, students have the opportunity to explore the possibility of a Years 11 & 12 education experience in a mainstream secondary school or to prepare them for the world of work in a community setting.
Worawa Academic Reference Group

The Worawa curriculum structure and standards is supported through an external Academic Reference Group (WARG) with a wide range of competencies. WARG comprises 8 members and is chaired by an Educational Consultant. Each member of the Group brings particular expertise which complements the component parts of the Worawa Model of Learning. WARG monitors the implementation of the Worawa Model providing constructive criticism and positive reinforcement when appropriate. In 2014 members of the Worawa Academic Reference Group included:

- Pam Russell, Honorary Fellow, University of Melbourne, [Chair]
- Dr Mauri Hamilton, Australian Catholic University
- Dr Neil Hooley, Victoria University
- Dr Zane Ma Rhea, Monash University
- Professor Dianne Siemon, RMIT
- Dr Mark Rose, Executive Director, Equity and Student Support Services at La Trobe University.
- Dr Laura Barraza, Deakin University
- Lindy Joubert, The University of Melbourne and Director, UNESCO Observatory

A number of Research projects supported by WARG member universities are being implemented. Data collection and analysis provides a foundation for the improvement / evolution of the Worawa Model.

Staff Professional Learning Opportunities and Learning Teams

Throughout 2014, the teaching and well-being staff met regularly in Professional Learning Teams (PLTs) and participated in various professional learning opportunities including;

- Yarning up on Trauma
- Calmer Classrooms
- Restorative Practices
- Building Resilience
- Mindfulness
- First Aid
- Interactive White-boards
- Anaphylaxis Management
- Non-violent Intervention approaches
- eLearning
4. BOARDING

2014 was a year of consolidation and improvement. Staff professional development and quality goes from strength to strength and routines have been implemented consistently which have ultimately aided the students’ sleeping, rigour and ultimately their learning. The residential team attracts quality staff with experience and qualifications in both Youth Work and Education. Emphasis is placed on the provision of high quality, relevant professional development to enable them to meet the complex emotional and social needs of the students. We continue to operate a monthly Peer Support program with external professionals who provide secondary consultations to staff. This has contributed to a real and growing sense of team, aided by social activities and staff taking on new areas of leadership within the team.

Professional development in 2014 included:

- Yarning Up on Trauma
- First Aid
- Nonviolent Crisis Intervention
- Mindfulness techniques
The boarding residences are a comforting environment for students where they experience a combination of sufficient space for their personal needs and time spent in community activities. Students receive guidance in a range of life skills in the areas of relationship, responsibility, respect and rigour. These allow them to care for themselves and to grow in confidence and resilience. The meeting of the students’ physical and emotional needs allows them to focus on their learning while at school.

Weekly house meetings are held in which aspects of individual and communal living skills are discussed and the girls are advised, corrected and affirmed as appropriate. Mealtimes provide a daily opportunity for whole school interaction and the menu has been developed in consultation with dieticians from Deakin University.

Participation in team sport is encouraged, with the majority of students being actively engaged in regular team sports including basketball, softball and netball, all of whom compete in local leagues. These teams are all coached by experts. In addition to this recreational workshops have been run in cricket, Ultimate Frisbee, AFL, gymnastics and a range of other sporting areas. 2014 saw the introduction of compulsory Saturday sport, being either a team or recreational sport, adding rigour to the weekend schedule and contributing to the health and fitness of all students.

Weekend activities include shopping, attending the cinema, participation in festival events, a variety of recreational activities as well as onsite sporting, recreational and craft activities. Efforts are also made within the residential program to engage the students with indigenous cultural activities and expose them to new experiences.

Our involvement in the Australian Boarding Schools’ Association continues to be a source of support and strength. The effort of the whole team in effecting change was recognised with their Premier Leadership Award 2014 being presented to Worawa Head of Boarding at the ABSA National Conference in October.
2014 has been a busy, but productive year for the Health and Wellbeing team at Worawa College.

The health needs of the students at Worawa can be complex at times and a holistic approach is vital in meeting these needs. The Wellbeing Team meets each week to monitor student progress and discuss any wellbeing issues identified by residential and academic staff and the plan for follow up care. The Wellbeing team at Worawa consists of the Wellbeing Co-ordinator – Mental Health Nurse, Head of Boarding, Head of Teaching, Registered Nurse, and School Psychologist. There are a variety of external providers who we are fortunate to have assisted with the provision of holistic health care here at Worawa.

These include:

• Valley Primary Health Centre who conduct a weekly General Practitioner Clinic. Referrals to Eastern Health Community Clinics for physio and podiatry care.

• Eye care through on-site visits from optometrists from The Australian College of Optometry

• Dental care - on-site EACH mobile dental van

• Ongoing immunisation through the Yarra Ranges Council

• Individual and group psychological support as well as education and professional development for staff through EACH, ECASA, Berry Street and Eastern Health.

Professional development remains vital for our staff and during the year training included Yarning Up on Trauma, Mental Health First Aid, First Aid and Anaphylaxis certificate training. In addition ongoing holistic training and updates have been undertaken for relaxation, mindfulness and meditation.
6. LEADERSHIP AND MANAGEMENT

Professional Learning

The College conducts professional learning for all staff at the commencement and conclusion of each term. In addition to in-house professional learning activities, staff are released for professional development activities provided through affiliate organisations during the year.

The College gratefully acknowledges the support it receives from Valley Primary Health Centre, Eastern Health, Berry Street, ECASA, EACH, Australian Boarding Schools Association, Independent Schools Victoria, and Yarra Ranges Council Immunisation Program in providing professional development programs and support.

During the year $28,516 was spent on staff professional learning.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Non Indigenous</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Teaching Staff FT</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Teaching Staff PT</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Boarding Staff FT</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Boarding Staff PT</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Admin &amp; Support FT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Admin &amp; Support PT</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Teachers Standards and Qualifications

All staff hold registration with the Victorian Institute of Teaching.

In 2014 the academic qualifications held by staff included:

- Bachelor of Applied Science
- Bachelor of Arts
- Bachelor of Education
- Bachelor of Science
- Graduate Certificate of Indigenous Education
- Graduate Diploma in Education (Secondary)
- Masters in Special Education Needs
- Master of Studies
- Post Graduate Bachelor of Teaching
- Postgraduate Diploma in Teaching (Secondary)

Teacher Satisfaction

The Head of Learning and Teaching is a member of the College Executive, which allows issues that relate to teacher satisfaction and development to be discussed on a weekly basis, and our strategies for continuous improvement to be enacted.

Staff Attendance Report

All staff attendance rate in 2014 was 98.59%

Staff Retention Report

Teaching staff retention from 2013 to 2014 was 83.33%

Boarding staff retention from 2013 to 2014 was 100%
Parent Satisfaction

Family/Community representatives are selected at the community level to chaperone students on flights to and from the College at the beginning and end of each term. Chaperones spend two days on campus visiting classrooms, spending time in the boarding house and having meals with students enabling them to gain a good understanding of the College operations in the areas of Learning and Teaching, Boarding, Health and Wellbeing, extra-curricular activities. In addition the College conducts an annual School Community Forum for teachers and the carers/parents/families of students.

Informal and anecdotal reports from families and agencies are positive. Interviews with families of students are available for viewing at www.worawa.vic.edu.au.
7. SCHOOL FINANCIAL ACTIVITY

Information representing financial activity taken from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports.

<table>
<thead>
<tr>
<th>RECURRENT INCOME (TUITION AND BOARDING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
</tr>
<tr>
<td>Abstudy allowances</td>
</tr>
<tr>
<td>Private Income</td>
</tr>
<tr>
<td>State government recurrent grants</td>
</tr>
<tr>
<td>Commonwealth government recurrent grants</td>
</tr>
<tr>
<td><strong>Total Recurrent Income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and related expenses</td>
</tr>
<tr>
<td>Non-salary expenses</td>
</tr>
<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL INCOME AND EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government Capital Grants</td>
</tr>
<tr>
<td>Other Capital income</td>
</tr>
<tr>
<td><strong>Total Capital Income</strong></td>
</tr>
<tr>
<td><strong>Total Capital Expenditure</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOANS (FOR CAPITAL PURPOSES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
</tr>
<tr>
<td>Closing Balance</td>
</tr>
</tbody>
</table>
Worawa honours the vision of Hyllus Maris, Founder of Worawa Aboriginal College.

‘in this, the first Aboriginal school in Victoria, the educational curriculum has been specially designed to suit Aboriginal students to bring them to their full potential …Formal studies at secondary level will include English, Mathematics, Science, Current Affairs, History, Geography, Languages, Domestic Science, Business Management, Art/Craft, Music and Physical Education …Aboriginal culture will be imparted not only as a school subject in each class’s timetable but as an integral part of everyday life at the school…’

- Hyllus Maris, 1983